



ENSURING AND PROMOTING THE PEDAGOGICAL COMPETENCE OF UNIVERSITY LECTURERS IN AFRICA

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Abstract

This paper examines the availability or otherwise of structures in universities in Africa for ensuring and promoting the promoting the pedagogical competence of lecturers. The characteristics that university students do observe in their lecturers while performing their pedagogical duties and which they abhor are also examined. Data were collected through interviews with 100 university lecturers, 200 university students and twenty key university administrators. In all, a total number of twenty universities in Africa were covered with two universities in each country. The universities span ten countries in Africa. Findings from the study show that only 20% of the universities sampled have adequate structures in place for continuous pedagogical development of all lecturers. All the students interviewed (100%) came up with traits that they observe in their lecturers when carrying out their pedagogical duties and which they abhor. Attempt is made to draw out the implications of the findings and to make relevant suggestions.

Key Words: Pedagogical training, professional development, teaching, universities, Africa.